

GEORGE BROWN COLLEGE

Preparing for its
Third Decade



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TO THE MINISTER OF COLLEGES AND UNIVERSITIES
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A P I V O T A L Y E A R

When the George Brown community began celebrating the first 20 years of the College's existence in the fall of 1987, there was the usual planning of parties, dances, dinners, and open houses. But amid the happy din there was also the more quiet and sobering recognition that the end of George Brown's second decade of operation would be something of a watershed in the College's institutional operations.

The 20th anniversary was a fitting time to begin planning and preparing for George Brown's third decade - and the challenges it faces towards the end of the century.

Those challenges are significant:

- The rate of change in Canada's economic structure promises to be unparalleled - especially with the possible introduction of the free trade agreement with the United States.

- The demographic changes in

Canada's population over the next decade will be dramatic. A declining number of secondary school graduates, a generally aging population, and uncertain immigration patterns will demand a re-evaluation of the College's current programs and services.

- A climate of continued government funding restraint, coupled with a federal government policy direction that favours private sector job training over existing institutional options, and the possible restructuring of Canada's provincial apprenticeship systems, challenges the College's financial stability.

These trends did not develop in a single year, nor did George Brown begin preparing for them exclusively in 1987, but the College community began in this pivotal year to develop clear and coherent strategies for the next decade of operation.

These strategies, outlined in the following pages, should have a two-fold result. First, and most importantly, they should result in better, more evenly distributed educational programs and courses for the entire community

the College serves. Second, they should serve to renew, revitalize, and bring stability to a maturing College during what promise to be uncertain years ahead. As in the past, George Brown's success in the future will be a reflection of the energy, creativity and enthusiasm of its staff

George Brown's strategies for success reflect a turning point in the College's institutional direction. They promise a renewed College mission, and a new role for George Brown as a flexible and creative partner in educational ventures with all sectors of our community in Toronto.

Partnerships - with the community, businesses, industries, unions, and governments - will be a key to George Brown's success in its third decade.

**Marvin Gerstein,
Chairperson, Board of Governors**

**Doug Light,
President**

A RENEWED MISSION

George Brown is guided in all its operations by a Mission Statement approved by its Board of Governors. This statement articulates the principal goals of the College and from time-to-time is altered to reflect the changing priorities of the College.

George Brown's Mission Statement during 1987 was to "provide high quality education and training in Technology, Applied Arts, Business and Health Sciences, within a flexible learning environment, for adults who wish to find meaningful work and self-fulfillment in a changing society."

This statement is now being re-drafted to include some of the current directions of the College including a re-affirmation of its student-centred focus, and its desire to create mutually-beneficial partnerships with community groups, industries and businesses.

SERVING NEW GROUPS TO STABILIZE ENROLMENT

George Brown has led the larger colleges in the system in percentage enrolment growth in fundable programs, (post-secondary, tuition-short, and continuing education) over the past six years; an over-all increase of 37 per cent compares well to the system average of 21 per cent.

This success has been counterbalanced in the last three years by the federal government's severe cutbacks in purchasing programs at the College. These cutbacks, along with threatened federal policy changes in the apprenticeship training system in Ontario, must be coupled with a projection of Ontario's population demographics to form a realistic picture of the College's prospects for future student enrolment.

For its first two decades, George Brown - like all colleges - relied most heavily for its enrolment on the large group of 18-to 24-year-olds. This is a group of people who came to college directly from secondary school or left the workforce after a few years to upgrade their skills. The size of this group is now declining, and is expected to continue shrinking for several years to come. The implications of this demographic trend for George Brown are obvious.

If George Brown aims to stabilize its enrolment at the 1986/87 level, it must tailor its programs to meet the needs of other groups of people, such as seniors, working people seeking new careers or professional development, people needing remedial and literacy



training, and graduates seeking specialized post-diploma training.

George Brown has already started working towards these ends:

- The College is aggressively developing full-time post-diploma programs for working graduates who seek specialized certification from the College. Several new programs have been launched in the community services and hospitality fields - Sommelier (Wine Steward), Food Service Supervisor, Italian Culinary Arts, Daycare Management - and several more are being developed.

- Under the leadership of the College's Community Outreach

Department, a George Brown College Seniors Association has been founded. George Brown now offers some specially-designed daytime courses for senior citizens - based on a survey into their preferences for scheduling and subjects. The College has expanded its popular and successful summer Elderhostel program, including a unique culinary program for seniors and programming offered in co-operation with Harbourfront. A Seniors' Centre has been established at George Brown's Casa Loma Campus as a base for the Seniors' Association's activity.

- George Brown's largest group of students enrol in continuing education courses - with a current total of more than 49,000 registrations a year. While this figure is a remarkable 40 per cent increase from four years ago, staff are now

preparing for further growth by developing new courses and certificate and diploma programs. New courses for 1988 include desktop publishing, pay equity, first aid instructor training, and technical writing.

- George Brown has earned an enviable reputation for high quality remedial learning and literacy programs - particularly with its highly successful Futures and Ontario Basic Skills programs. Now the College is developing an innovative train-the-literacy-trainer program with province-wide potential. George Brown is also working with the Toronto Board of Education and the City of Toronto to make additional academic upgrading available through two community-based Adult Basic Education Centres.



EXPANDING COMMUNITY PARTNERSHIPS

Of all the colleges, George Brown is recognized as being a leading institution in its relationship with the community through our Community Outreach Program, our major address to the multicultural society and seniors, and of course, our dynamic Community Services Division.

The College will continue to enhance its community relationships, particularly with Metro Toronto's ethnically and culturally diverse community. The first step in this process was taken some time ago with an extensive research project to determine the views and needs of ethnic and cultural groups in Toronto. Now the College has developed working groups that are creating both policies and operational strategies

to meet the needs of all sectors of our community.

Other community initiatives include:

- A multicultural advisory committee, made up of members of Toronto's principal ethnic and cultural groups, that will advise the College on its operations and relations with the community.
- More than 40 programs, sponsored by the Canadian Jobs Strategy, offered co-operatively with community groups or grassroots organizations that meet the specific needs of women, recent immigrants, and people with disabilities. Most of these programs offered the 2,800 participants the opportunity to learn a marketable skill and take greater advantage of all that Ontario society offers. One of the most recent programs

involves training women to work as housing renovators.

- Planning and development of a Language Centre - offering services in languages other than English or French - that will serve as both a welcoming and orientation centre, and a focus for programs and courses for specific cultural and ethnic groups.

- The development of co-operative educational ventures with other educational institutions in George Brown's area. The College has already mounted several successful ventures with the Toronto Board of Education and the Metro Separate School Board that extend college-level training and certification to new groups of people and allow George Brown to serve new neighbourhoods in Toronto. As a pilot project this year, co-op students of the Metropolitan Toronto Separate School Board are auditing George Brown courses.

- George Brown is also developing closer ties with organized labour. The College recently helped develop four different part-time programs offered by the Labour Council of Metro Toronto including academic upgrading, English as a second language and a Labour Studies Certificate program.

- The support and encouragement of a George Brown College Seniors' Association and development of an on-campus Seniors' Centre. The Association, which develops its own programming, also acts as an advisory group to the College in its relations with the community of seniors in Toronto. The Centre offers seniors a physical focus at the College and a sense of belonging.

- The development of community non-profit daycare centres, that not only provide a practical training ground for students, but provide badly-needed, high-quality childcare for more than 200 working people in Toronto. Three Centres - The Learning Centre at Kensington Campus; Waterpark Place in the Campeau Corporation office tower at Bay Street and Queen's Quay; and the Fashion District Daycare - a co-operative project with the City of Toronto, clothing manufacturers and a garment workers union - are currently operating at capacity. A fourth centre - for staff of the Queen Street Mental Health Centre - opens late in 1988. More centres are being planned.





CEMENTING TIES WITH BUSINESS AND INDUSTRY

George Brown has always strived to maintain close ties with the business and industry sectors of Toronto - particularly those it serves with graduates. Communication between the College and these sectors is vital if the educational programs and courses are to meet contemporary needs and industry standards. As George Brown enters its third decade of operation - with even greater uncertainty in the economic structure of Canada and the currently vigorous local economy of Toronto - these ties will become more important.

The College has traditionally listened to business and industry representatives, then, with their help, designed programs to meet these needs, and offered them to the public. The time lags involved in this type of program development are becoming less and less practical as the pace of change in business and technology accelerates.

George Brown is now seeking to cement its ties with business and industry and become an active partner in their education and training plans.

Some recent developments in this area include:

- Development of short day-time computer software and accounting programs by George Brown's School of Business to meet the professional development and training needs of the nearby business community. This type of training allows full-time members of the workforce to complete professional designation course credits such as Certified General Accountancy, with the support of their employer.
- Introduction of co-operative work terms in several programs offered by the School of Business and the Technology Division. These terms increase a student's employability by exposing them to direct training in business or industry before graduation. Co-op programs now include Small Business Management, Accounting, Data Processing and Civil Engineering.
- Delivery of specialized training and human resources development expertise to more than 1,200 companies in Toronto through the College's Ontario Skills Development Office. In addition, staff of the Business and Industry Training Division have developed expertise in on-site "outplacement" and multicultural programs. Highly successful cross-cultural training programs have been conducted by the College at the Metro Toronto Convention Centre, L'Hotel and other high-profile hospitality institutions.



- Development of one and two-day conferences and seminars for managers of service industries, dentists and dental hygienists, registered nurses and medical personnel.
- Direct product/service development and marketing support for new entrepreneurs through the College's Innovation Centre. More than 100 individuals and companies have used the Centre in launching new businesses in the Toronto area. Successes include the launching of College graduate-run businesses in both the jewelry design and fashion industries.
- Renewed vigour in the College's Advisory Committee system. Recruitment of interested and involved business and industry representatives has led to significant changes in curriculum and equipment used in several programs.
- Mounting almost 60 Education Fairs in-house at businesses, hospitals, and office towers such as First Canadian Place to present the range of continuing education opportunities available at George Brown College. This outreach activity has been welcomed by human resource professionals in business and industry.



ENCOURAGING EDUCATIONAL EXCELLENCE

Excellence at George Brown is much more than a catchword. College staff are actively pursuing strategies that encourage excellence in all programs. Advisory committees that include industry representatives design, constantly monitor, and modify all program curriculum to meet contemporary business needs. The College's Operational Review involves an in-depth study of the effectiveness of all of the College's academic divisions - resulting in significant changes in many.

In addition, George Brown is deliberately developing special expertise in various fields. These areas - including hospitality, early childhood education, and some applied arts professions - are fields where there is considerable room for growth and development, and where George Brown has already established unique programs and a solid reputation.

Developments that foster educational excellence include:

- The opening of the School of Hospitality building - a world-class facility that allows the College to offer specialized training for the burgeoning hospitality industry of Ontario. The School is one of the best equipped hospitality training centres in the world - offering apprenticeship, diploma, post-diploma and certificate programs. The School also houses the Ontario Hostelry Institute, which co-operates with George Brown to sponsor special programs as well as national and international student culinary competitions.

- The opening of College-run community-based daycare centres to train Early Childhood Education and Daycare Worker students. These centres - currently three - allow George Brown to offer students supervised work terms under ideal conditions. Plans exist to open several other centres in the near future as enrolment in these programs expands, as well as to devote one campus exclusively to daycare and early childhood education training. George Brown is a leader in promoting quality childcare through its daycare centres and training.

- George Brown is undertaking a thorough internal review of its general educational requirements in all programs. The College recognizes that general education - as distinct from strictly job-related skills - plays a significant role in the long-term success of its graduates. The current review will result in well-balanced programs that will be useful to graduates long after they land their first jobs.
- George Brown has established a Computer Based Learning Centre charged with developing teaching software that complements other forms of instruction. Some software of this type is already in use in several program areas - freeing instructors for problem-solving and discussions with students.
- An internal College task force has been formed to study George Brown's remedial education programs - how they can be improved, and work in tandem with certificate and diploma programs.
- Expanding and promoting professional development for George Brown's staff is a priority as the College, and its employees, mature. Faculty, in particular, must maintain their understanding of recent developments in their field if College programs are to continue to successfully prepare graduates for the workplace.



DEVELOPING INNOVATIVE DELIVERY METHODS

No longer does taking a college program mean sitting in a classroom. The College has been aggressively developing new forms of educational delivery over the past few years that hold the promise of expansion in years to come. These initiatives also allow George Brown to reach new groups of people with appropriate delivery methods.

Some recent developments include:

- The establishment of independent learning centres for health science students. These centres, containing lab equipment, audio-visual and computer learning modules, allow students to learn at their own pace. Faculty who staff the centres are freed from lecturing to help individual students with problems.

- George Brown has developed a model for long-distance education using microcomputers and modems. Students in remote locations have access to computer-based learning material, and work at their own pace. Interest has been expressed in developing such a system for health science education in Northern Ontario after a successful pilot program was conducted.

- For the first time, George Brown is co-operating with TV Ontario in offering a televised small business management course. Students not only watch the program on television, but can have phone consultations with a College instructor and meet for group discussions at George Brown.

- The College is a pioneer in offering Toronto's deaf community specially-designed courses that are taught in American Sign Language by instructors who are deaf themselves. This type of course, which is preferred by many deaf people, allows a previously neglected sector of the community to take advantage of George Brown's educational opportunities. The College's Ontario Basic Skills program has adapted its upgrading programs to meet this community's needs.

- Staff of the College's Computer Based Learning Centre has helped introduce computer-managed, and computer-assisted learning into many George Brown programs. In addition, they have co-operated with staff of the academic upgrading department in developing a pilot program that links community-based literacy programs around Ontario by microcomputer.





SEEKING INSTITUTIONAL STABILITY

George Brown, like most community colleges, is faced with a difficult task - answering an increasing number of demands from all sides with continually eroding resources. In the past few years this problem has become acute - with dramatic declines in the amount of direct federal program purchases, and the beginning of a decline in the number of traditional college-bound secondary school graduates. To further complicate the picture, the federal government has proposed a number of changes in its apprenticeship program funding that would cause

serious disruption of the system in Ontario.

At George Brown, these funding problems that are common to all Ontario colleges, are compounded by several unique factors. Research shows that George Brown's catchment area includes an unusually high percentage of secondary school graduates who are university bound, while at the same time sky-rocketing housing costs in Toronto may be discouraging out-of-town students from coming to the College.

In response, George Brown will attempt to achieve institutional stability with a number of innovative strategies:

- The College is exploring the concept of sharing facilities and/or equipment with nearby businesses and industries. This type of arrangement could reduce the College's capital investment in these areas.

- George Brown has supported, through faculty secondments, the establishment of an organization seeking a national consensus on the issue of apprenticeship. Protect Apprenticeship Training and Quality (PATQ), which includes Ontario Institute for Studies in Education Director Walter Pitman on its executive, was formed after the federal government announced its plans to revamp its policies in this area.

- Organizational changes are planned to encourage entrepreneurship among College staff. George Brown's ability to capitalize on the creativity, energy and enthusiasm of its staff will be of paramount importance in the years to come.

- The current Operational Review of College divisions and departments - which involved almost a quarter of the College's staff - has already resulted in a more efficient, more responsive and more effective organization. The net result to George Brown of the first Review cycle will be significant.



PARTNERSHIP: THE KEY TO FUTURE SUCCESS

After 20 years of relatively steady growth and development, colleges in Ontario may now be entering some troubled times. Declining numbers of secondary school graduates, a booming economy that attracts young people into the workforce without formal training, federal training policies that adversely affect colleges, and an unprecedent rate of change in Ontario's economy will each have their impact. Together, the effect of these trends will be dramatic.

Without changes in the college funding and support structure, individual colleges may be forced into positions of financial instability where they may cancel programs, layoff experienced staff, and struggle to meet mounting annual deficits. Such actions will only serve to reduce a college's flexibility and sap resources precisely when they are needed to develop in new directions.

With foresight, careful planning, and creativity, individual colleges can do a lot to meet the challenges of the coming years - but they need help. They need a renewed spirit of common purpose with their major partners.

These partners - particularly the Ministry of Colleges and Universities and Ministry of Skills Development - must recognize that the investment they have made over the years in educational resources at colleges is in danger of serious erosion. They must be prepared to seek timely solutions to problems that will cripple the effectiveness of the college system for years to come.

Funding policies and formulas that worked well in an era of steady growth in full-time diploma program enrolment may prove inadequate as colleges scramble to cater to new markets with short, special purpose programs. Short-term, conditional programs and course funding provides a measure of accountability but makes long-term planning difficult.

All colleges, and particularly George Brown because of its strategic location and particular educational expertise, have a major task ahead of them to meet the increasing demands for workforce upgrading, technological training and skilled tradespeople in Ontario. They are an essential element in the province's economic infrastructure, and a key to sustained growth towards the end of the century.

Colleges are now depending on all their partners - governments, business and industry, labour, and their communities - to see that their potential for the future is fully realized.



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